

WACCAMAW HIGH
2412 Kings River Road
Pawleys Island, South Carolina 29585

GRADES 9-12 High School

ENROLLMENT 552 Students

PRINCIPAL Ruth S. McLellan 843-237-9899

SUPERINTENDENT Dr. Charles Gadsden 843-436-7000

BOARD CHAIR Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
15	3	0	0	0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Excellent	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	82.8	78.0	78.4	75.5	73.3	73.4
Passed 2 subtests	12.1	15.4	13.4	14.5	14.8	15.0
Passed 1 subtest	4.3	4.9	3.0	7.1	7.7	6.8
Passed no subtests	0.9	1.6	3.7	2.9	4.2	4.1

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	110	94.5	108	43.5	110	95.5
Gender						
Male	43	97.7	48	35.4	50	90.0
Female	66	92.4	60	50.0	60	100.0
Race or Ethnic Group						
African American	22	81.8	22	4.5	22	95.5
Hispanic	N/A	N/A	0	N/A	0	N/A
White	87	97.7	86	53.5	88	95.5
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	N/A	N/A	3	I/S	7	0.0
Students without disabilities	110	94.5	105	44.8	103	99.0
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	108	43.5	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	108	94.4	108	43.5	110	95.5
Lunch Status						
Subsidized meals	18	88.9	18	0.0	15	99.0
Full-pay meals	90	95.6	90	52.2	95	91.6

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	43.5	22.8
Seniors who met the SAT requirement	43.5	24.5
Seniors who met the grade point average	62.0	55.1

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 552)				
Retention rate	0.2%	Down from 5.2%	7.3%	7.3%
Attendance rate	98.5%	Up from 95.6%	95.9%	95.5%
Eligible for gifted and talented	0.0%	No change	10.1%	5.1%
With disabilities other than speech	6.7%	Down from 6.8%	10.2%	12.2%
Older than usual for grade	7.4%	Up from 7.3%	7.9%	10.1%
Suspended or expelled	0.2%	Down from 3.2%	2.6%	2.3%
Enrolled in AP/IB programs	21.8%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	1.3%	Down from 2.2%	2.7%	2.7%
Career/technology students in co-curricular organizations	2.3%	Up from 2.1%	3.3%	3.2%
Enrollment in career/technology center courses	243	Up from 80	819	433
Students participating in worked-based experiences	24.6%	Up from 18.0%	24.7%	26.3%
Career/technology students mastering core competencies	79.2%	Down from 85.3%	78.4%	74.9%
Career/technology completers placed	N/A	N/A	100.0%	99.5%

Teachers (n= 37)

Teachers with advanced degrees	51.4%	Up from 50.0%	54.7%	51.7%
Continuing contract teachers	78.4%	Down from 83.3%	81.6%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.3%	Up from 79.3%	86.0%	85.1%
Teacher attendance rate	96.0%	Up from 95.5%	96.0%	95.8%
Average teacher salary	\$39,077	Down 1.2%	\$40,460	\$40,303
Prof. development days/teacher	10.5 days	Up from 10.4 days	8.5 days	10.3 days

School

Principal's years at school	1.0	No change	3.8	3.0
Student-teacher ratio	23.5 to 1	Up from 18.1 to 1	28.3 to 1	26.2 to 1
Prime instructional time	93.0%	Up from 89.5%	91.3%	90.1%
Dollars spent per pupil*	\$9,414	Up 53.3%	\$5,474	\$6,279
Percent spent on teacher salaries*	56.0%	No change	58.8%	57.8%
Opportunities in the arts	Good	Down from Excellent	Excellent	Excellent
Parents attending conferences	99.8%	Up from 71.2%	88.3%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For the third year WHS received a Palmetto Gold Award based on the South Carolina School Report Card. The Waccamaw family, staff, and administrators believe that education and learning are life-long processes. Every student has the ability to learn. The entire staff has made the commitment to assist students in attaining their post-secondary goals by providing an appropriate educational program.

Although ninety percent of the senior class took the SAT, their scores still exceeded both the state and national averages. The 2002 SAT scores increased by fifty-four points from 1007 to 1061. One hundred percent of the students who took the Advanced Placement English and Calculus AB scored three or better. There was a slight decline, from 21.6 to 20.0, on the ACT composite test scores. Over one-third of the class graduated with a weighted grade point average of 4.0 or better. Thirty-five percent of the senior class qualified for Life Scholarships.

Students participated in numerous extra-curricular, co-curricular, service projects, and community organizations. Honor Societies include National Honor Society, Mu Alpha Theta, and National Art Honor Society. Twenty-eight athletic teams, comprised of 444 athletes, compete at varsity and junior varsity levels.

There is a strong link between Waccamaw High School and the Waccamaw Neck community. Both the School Improvement Council and the PTSA are actively involved in the effort to continue academic excellence at WHS. Members of the community, along with parents, volunteer countless hours in support of the academic and athletic programs. The chorus, band, and athletic booster clubs have supported the students in a variety of activities. In addition, the Community Tutoring Program continues as a free service for all WHS students.

The faculty, staff, and administration will continue the pursuit of excellence by focusing on academic success and achievement. Waccamaw High School will present learning opportunities and activities to enhance students' social and cultural growth. The decisions will be based upon our commitment to make WHS an exemplary school. Working together the students, teachers, support staff, administrators, parents, and community members can accomplish our goals.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	93	34
Percent satisfied with learning environment	76.5%	60.2%	70.6%
Percent satisfied with social and physical environment	87.9%	70.0%	45.5%
Percent satisfied with home-school relations	85.7%	74.4%	72.7%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.